

Developmental Disabilities Council  
Reading Cover Page

Date: January 17, 2008

Meeting: Governance Committee

Reading Number: 08-G-04

**Issue:** Evaluation of the Executive Director

Included in this reading:

2008 Executive Director Job Evaluation  
Feedback Form

Executive Director Performance and  
Development Plan from 2007

Background/Summary:

The job evaluation of the Executive Director by the Council is due to be completed by the end of May, 2008. A feedback form is used to gather input from Council members

and others. The proposed 2008 form is attached.

Action: Discussion

# Performance and Development Plan

(For Employees and Managers in Washington State Agencies and  
Higher Education Institutions)

## — Instructions in Brief —

The Performance and Development Plan (PDP) is a tool to support effective employee performance management. It is formatted to facilitate both performance planning and feedback at the end of the performance period. The PDP is organized as follows:

Performance Planning	1. Performance Expectations (Results and Competencies)
	2. Training and Development Needs/Opportunities
	3. Organizational Support
Performance Assessment	4. Interim Reviews (Optional)
	5. Performance Feedback (Results and Competencies)

Brief instructions for using the PDP are outlined below. Detailed instructions and suggestions can be found in the PDP User's Guide.

### **Data and Preliminary Discussion:**

- The supervisor and employee review PDP form and instructions (including User's Guide).
- Update position description, if needed.
- Complete the data section at the top of the form.
- Identify linkage of employee's position to organizational mission.
- Determine timing and process that will be followed in completing Parts 1-3 of the PDP.

## **Performance Planning – to be Completed at Beginning of Performance Period**

### **Part 1: Performance Expectations**

Performance expectations are determined by the manager. However, the employee should have input and participation. Expectations should be limited to those most key to successful job performance. The PDP calls for two categories of performance expectations: Key Results Expected and Key Competencies Expected.

- **Results** refer to the "what" of the job. Based on the primary areas of responsibility, what are the most important outputs or outcomes expected during the performance period? These expected results are to be stated in measurable or observable terms. Examples and further guidance are provided in the PDP User's Guide.
- **Competencies** refer to the "how" of the job – the behavior that the employee engages in when carrying out the "what" of the job. Competencies are those measurable or observable knowledge, skills, abilities, and behaviors critical to success in a key job role or function. Key competencies that are specific to the job must be included. Occupational competencies and those that are core to the organization may also be included. Examples of competencies are shown on page (iii) of this form. Further guidance is provided in the PDP User's Guide.

### **Part 2: Training and Development Needs/Opportunities**

Improvements the employee should make to achieve or sustain fully successful performance should be outlined in Part 2. Training and development opportunities for the present job and for career advancement should also be identified. Organizations that have an individual development plan process may use that format as a replacement for this section.

### **Part 3: Organizational Support (Optional)**

Part 3 is to be completed by the employee only, at his/her option. This is an opportunity for the employee to give the supervisor suggestions as to what other support the employee feels he/she needs to be successful.

#### **Signatures (for performance planning phase):**

The supervisor and employee sign the PDP at the end of the performance planning phase. The supervisor gives a copy to the employee, a copy to the personnel file, and retains the original.

## **Performance Assessment – to be Completed at End of Performance Period**

### **Part 4: Interim Reviews (Optional)**

As an option, Part 4 can be used to document interim performance feedback.

### **Part 5: Performance Feedback**

Part 5 is the final performance review and is to be completed at the end of the performance period. The supervisor schedules a performance feedback session with the employee. Prior to this session, the supervisor and employee separately complete Part 5 of the PDP.

At the feedback session, the employee and supervisor share with one another their draft performance assessments. These responses must be based on observed or verified performance. The aim of the feedback session is to have an open and constructive discussion that leads to an understanding of how well the employee did in meeting expectations during the course of the performance period.

For each Key Result Expected, the discussion should include the degree to which the expected outcomes were accomplished. For each Key Competency Expected, the discussion should, at a minimum, address the frequency with which the competency (or elements thereof) have been demonstrated under appropriate circumstances.

Space is also provided to insert other relevant information. Examples include special achievements, comments about strong performance under unanticipated difficult circumstances, etc.

If the need arises, the reviewer (typically the second-line supervisor) should function as a mediator upon the request of either the supervisor or employee.

#### **Signatures (for performance assessment phase):**

The supervisor prepares the final form and shares it with the employee. Both sign the final PDP. The form is then referred to the reviewer whose signature indicates that the process has been appropriately followed. The reviewer may also add relevant comments concerning the employee's performance.

The supervisor provides the employee a copy and the original is placed in the employee's personnel file.

A new performance cycle begins at this point. The supervisor now makes arrangements to prepare a new PDP for the upcoming performance period.

## Examples of General Competency Sets

These are examples of general competency sets that could be used, where applicable, in planning performance expectations and development needs. More examples are provided in the PDP Users Guide. In all cases, competency descriptions should be tailored to the needs of the job.

### **SELF-MANAGEMENT**

- Punctuality and regular work attendance.
- Efficient, effective use of work time, equipment, and resources.
- Following rules and procedures.
- Working in a safe manner.
- Proper use and maintenance of equipment.
- Seeking and assuming additional responsibilities as appropriate.
- Exhibiting integrity and honesty.
- Treating others with respect and dignity.
- Giving and accepting constructive feedback.
- Working effectively in a diverse work environment.
- Focusing on the situation, issue or behavior rather than on the person.
- Other: \_\_\_\_\_

### **WORK PROCESSES & RESULTS**

- Providing products and services that consistently meet or exceed the needs and expectations of customers.
- Using customer satisfaction as a key measure of quality.
- Using appropriate problem solving methods to improve processes.
- Collecting and evaluating relevant information to make decisions.
- Using good judgment.
- Setting and adhering to priorities.
- Meeting productivity standards, deadlines and work schedules.
- Producing accurate and timely work with minimal supervision.
- Achieving results.
- Pursuing efficiency and economy in the use of resources.
- Informing supervisor or appropriate others of problems; identifying issues and alternative solutions.
- Other: \_\_\_\_\_

### **TEAMWORK**

- Supporting and focusing on the vision, mission, and goals of the organization and team.
- Understanding the benefits of teamwork.
- Cooperating with and offering assistance to others.
- Recognizing the contributions of others.

### **TEAMWORK (continued)**

- Viewing the success of the organization and team as more important than individual achievements.
- Contributing to the development, cohesion and productivity of the team.
- Appropriately sharing information internally and externally.
- Supporting teamwork and cooperation through open and honest communication.
- Other: \_\_\_\_\_

### **INNOVATION AND CHANGE**

- Being creative and innovative when contributing to organizational and individual objectives.
- Being receptive to new ideas and adaptability to new situations.
- Avoiding being overly defensive; willingness to explore different options.
- Taking calculated risks.
- Seeking and acting on opportunities to improve, streamline, re-invent work processes.
- Helping others to overcome resistance to change.
- Other: \_\_\_\_\_

### **DEVELOPMENT**

- Participating in opportunities to enhance knowledge and skills that are identified and offered by the organization or the evaluator.
- Self-initiative in developing or upgrading knowledge and skills.
- Applying new knowledge or skills acquired from developmental opportunities.
- Helping others learn new systems, processes, or programs.
- Learning to use technology effectively, as appropriate for the job.
- Other: \_\_\_\_\_

### **COMMUNICATION**

- Participating in meetings in an active, cooperative, and courteous manner.
- Orally communicating effectively on a one-on-one basis and in small groups.
- Making effective oral presentations before groups.
- Writing clearly and succinctly.

### **COMMUNICATION (continued)**

- Avoiding "bureaucratese" whenever possible in written and oral communications.
- Demonstrating understanding and empathy with the listener or reader.
- Being responsive and timely to e-mails, phone messages, and mail.
- Other: \_\_\_\_\_

### **CUSTOMER SERVICE**

- Understanding and being responsive to customers' objectives and needs.
- Being sensitive to public attitudes and concerns.
- Being accessible, timely, and responsive in dealing with customers.
- Handling customer inquiries and complaints promptly, courteously, and non-bureaucratically.
- When possible, going the extra mile to satisfy customer needs and expectations.
- Other: \_\_\_\_\_

### **SUPERVISORY PERFORMANCE**

- Clearly communicating mission and goal of organization to staff.
- Providing regular ongoing feedback to staff.
- Facilitating, coaching, and supporting staff's efforts to succeed.
- Providing meaningful recognition of staff success.
- Supporting diversity in the workplace.
- Setting clear direction and following through.
- Making effective employee selection and promotion decisions.
- Other: \_\_\_\_\_

### **MANAGEMENT**

- Maintaining an awareness of the external environment.
- Working effectively within the political environment.
- Acting in the public interest and maintaining the public trust.
- Providing ethical leadership.
- Strategic planning.
- Managing the budgetary process in a fiscally responsible manner.
- Managing change.
- Other: \_\_\_\_\_

# Performance and Development Plan

**Purpose of Appraisal:**

- ☒ Annual Review  
☐ Trial Service Review  
☐ Probationary Review  
☐ Other:

**Employee's Name:** (Last, First, MI)

Holen, Edward

**Agency:**

CTED

**Position Title:**

Executive Director

**Organizational Unit:**

DDC

**Identification Number:**

0501

**Evaluator's Name:**

George Walker, Chair

**Performance Period:** From May 06 To May 07**Position Description Updated:** ☐**Date of Preview Session:** May 17, 2007**Position Linkage with Organizational Mission and Strategic Plan:**

*What is the organization's mission, and how do the duties and responsibilities of this position link or contribute to the achievement of the mission, goals, and objectives of the organization? Provide brief summary.*

In accordance with the federal Developmental Disabilities Assistance and Bill of Rights Act, the Developmental Disabilities Council engages in advocacy, systemic change, and capacity building to change the system that serves people with developmental disabilities and their families in Washington State. The Executive Director serves as the CEO of the Council as specified in the federal law and Executive Order 96-06. The Developmental Disabilities Council, through the Council Chair, supervises and annually evaluates the Executive Director. The Executive Director directs all aspects of the Council including public policy activities, budget, and State Plan development and implementation. The Executive Director, as well as other staff, while working for the Council, works solely for the Council at the Council's direction.

The Department of Community Trade and Economic Development serves as the designated state agency for the Council and performs the duties of the designated state agency as outlined in the federal law.

The Executive Director is also the administrator of the Washington State Developmental Disabilities Trust Fund.

## Part 1: Performance Expectations

Based on the position's major responsibilities, outline the key results and competencies expected of the employee during this performance period. Limit the list to those that are key.

**Key Results Expected**

*What are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?*

As adopted by the DD Council:

Criteria 1. Assure the development and drafting of the Council's State Plan and its annual amendments.

Measured by:

- Providing staff support and technical assistance to Council workgroups and committees;
- Providing research and analysis of issues under consideration by the Council; and
- Informing Council members about pending deadlines and potential impacts of the decisions they are considering.

Criteria 2. Oversee the implementation of the State Plan performance targets.

Measured by:

- Contracting with outside agencies and/or supervising staff activities to accomplish outcome measures and performance targets;
- Assuring the timely intervention when contract compliance issues are discovered;
- Assuring that annual program performance report accurately reflects the activities of the Council;
- Reporting to Council Workgroups on Plan implementation progress, including but not limited to awarding of contracts; and
- Operating within the plan activity budget approved by the Council.

Criteria 3. Seek necessary clarification from the Council when delegations to the Executive Director are unclear.

Criteria 4. Direct the overall management of the Council.

Measured by:

- Providing the necessary accommodations to give Council members the opportunity to participate fully in Council and related activities;
- Assuring the adequate number, qualification, and supervision of staff, working as a team, to support and provide technical assistance to the Council, its committees, workgroups and other ad hoc committees it establishes; and
- Maintaining a sufficient number of task forces, coalitions, associations, advisory groups and/or advisors to assist in management responsibilities.

Criteria 5. Represent the Council.

Measured by:

- Speaking on behalf of the Council within the parameters set forth in the policies approved by the Council;
- Developing communication with those in the media;
- Delegating staff or Council members to represent or speak on behalf of the Council;
- Monitoring and providing information to public policy makers on issues that impact people with

developmental disabilities and their families;

- Supporting the Council Chair in his capacity as liaison between the Council and the Governor and other state, federal or local officials as the Council may determine; and
- Providing information and/or technical assistance to Council officers, Committee Chairs, and Workgroup Chairs as may be required or requested.

Criteria 6. Monitor and collaborate with state and local agencies that provide funding or services for people with developmental disabilities.

Measured by:

- Meeting, on a regular basis, with representatives from agencies;
- Reviewing draft proposed revisions to Administrative regulations or policies; and
- Participating in pertinent workgroups, task forces, advisory committees or stakeholder activities.

Criteria 7. Make specified reports to the Council.

Measured by:

- Providing progress reports on “do and don’t policies” and staff activities;
- Providing updates on Council budget and contractor activities;
- Providing updates of Legislative and public policy matters;
- Providing updates on the big picture work plan and progress in the State Plan Implementation; and
- Providing information on emerging issues; and/or other items as determined by the Council.

Criteria 8. Represent the Council in forming partnerships and assuming leadership, when appropriate, with other federal, state and/or local agencies, organizations, coalitions, associations, and other such groups to further the agenda of the Council’s State Plan and pass on involvement in those that don’t.

Measured by:

- Participating in pertinent coalitions, workgroups and task forces; and
- Assuming leadership roles as appropriate or necessary

### **Key Competencies Expected**

*What are the most important competencies that the employee should demonstrate in order to be successful?*

The expected competencies are as follows: Ethics and Integrity, Customer focus, communications effectiveness, performance leadership, adaptability to change, results orientation, creative and innovative thinking, and accountability.

## **Part 2: Training & Development Needs/Opportunities**

*What training and development needs and opportunities should the employee focus on during this performance period?*



### Part 3: Organizational Support

Part 3 is optional and to be completed only by the employee, at the beginning of the performance period.

*What suggestions do you have as to how your supervisor, co-workers, and/or agency management can better support you in your present job and future career goals?*

### Acknowledgement of Performance Plan

The signatures below indicate that the supervisor and employee have discussed the performance expectations, and training and development needs outlined at the beginning of the performance period.

Evaluator's Signature

Date

Employee's Signature

Date

### Part 4: Interim Reviews (Optional)

Part 4 is an optional section that may be used during the course of the performance period to adjust performance expectations if circumstances change, and/or to document interim feedback sessions.

## Part 5: Performance Feedback

Provide a narrative assessment of the employee's performance in relation to the Key Results and Competencies Expected that were outlined in Part 1. The assessment must be based on performance observed or verified.

### Key Results Assessment

*To what degree did the employee accomplish the expected results and how well were they done?*

Ed has met and exceeded the expected results for 06-07 as determined by the members of the Developmental Disabilities Council.

As a key part of his evaluation process, input was received from Council Members and the members of the Governing Board of the Developmental Disabilities Endowment Trust Fund. The members indicated that Ed met the performance standards of his position description with a ranking of "very well" or "good". The feedback indicated that Ed is an effective leader and manages the Council resources very well.

During Spring of 2006, the DD Council completed and submitted to the federal government its new State Plan. It outlines the goals, outcomes and performance measures for the next five years. This process is very collaborative with Council members involved throughout the process, as it was designed by Ed and his staff. Member indicated that they received the materials on time and in a way that was understandable.

Since Summer 2006 Ed, working with the Council workgroups, has been directing the implementation of the State Plan. Project decision packages are being completed in a timely fashion.

The Council's existing contractors are performing very well. Ed assures that projects are on time and on budget. Council staff provides effective monitoring of contractors and timely technical assistance when needed.

Ed makes GMAP reports at every Council meeting highlighting the progress the Council is making toward its state plan goals. In addition, he makes two budget presentations a year to the Council so members can adopt the operating and project budgets within the allocation of funds provided by the Administration on Developmental Disabilities. He effectively manages the budget in a way that is open and transparent to Council members.

He has designed and implemented a communication project called Informing Families Building Trust. The project, funded by the Division of Developmental Disabilities assist the Division, is providing information to families through local grass roots organizations. The project produced a DVD, Navigating Your Way, for families to use to help them understand the major systems their sons or daughters will encounter over their lifetimes. Within the first couple of months after the DVD was available, 5,000 have been distributed.

Ed manages the Council programs very well. He supervises a staff who are well qualified and committed to the overall mission of the Council and our advocacy on behalf of people with developmental disabilities in Washington. Through his leadership, the Washington State Council is one of the more effective Councils in the country, especially in the area of public policy advocacy.

Through his leadership, the 2007 Legislative session was very beneficial for people with developmental disabilities. The Council was involved with the passage of nine key bills designed to improve the lives of people with developmental disabilities. In addition, substantial new funding was included in the budget to serve individual with developmental disabilities and their families.

Ed works very well with stakeholders and partner organizations throughout the state. He serves on numerous advisory committees and task forces. In this way he assures that the voice people with developmental disabilities and their families is clearly heard by decision makers. He exercises creative thinking and strives toward the best possible problem solving. He assumes leadership within groups as appropriate and his opinions are respected and valued within the DD community.

Ed is active with the National Association of Councils on Developmental Disabilities and currently serves on the Board of Directors of the National Association. Ed also provides information about people with developmental disabilities to members of our State's Congressional delegation.

Ed is very effective in his administration of the Developmental Disabilities Life Opportunities Trust program. The

program continues to grow both in the number of trusts and the amount of money contributed. He has exercised leadership by proposing to the Governing Board the creation of a not for profit foundation arm of the Trust Fund and a fund raising campaign to assure there are dollars to match accounts opened in the future once the original \$5 million is committed.

### **Key Competencies Assessment**

*How well (or how frequently) did the employee demonstrate the behaviors, skills, and knowledge expected?*

Ed has met and frequently exceeded the key competencies necessary for this position.

Other Relevant Information: (optional)

## **Comments and Signatures**

This report is based on my best judgment.

**Evaluator's Signature**

**Date**

This report has been discussed with me.

**Employee's Signature**

**Date**

Comments:

I have reviewed this report and, in my judgment, the process has been properly followed. In addition, the following comments are offered concerning the employee's performance.

**Reviewer's Signature**

**Title**

**Date**

Comments:

**NOTE:** Once the performance evaluation is completed and signed by all parties, it is the Evaluator's responsibility to provide a copy to the employee and to ensure that the original is placed in the employee's personnel file.

Executive Director  
2008 Job Evaluation  
Feedback Form

It is time again to conduct the annual 2008 job evaluation of our Executive Director, Ed Holen. We seek your feedback to the following questions. They focus on the main areas of his responsibilities. Different people work with Ed in different arenas, so if you have not observed him in a given area, please use the “not observed” option. Additional comments are always welcome. This form is anonymous; please do not sign.

Completed feedback forms are due: **March 7, 2008**. Please use the enclosed self-addressed, stamped envelope. It is very important that we get close to a 100% return.

Thanks

George Walker

# Executive Director Evaluation

## Feedback Form

1) How well did the Executive Director involve Council members in the development of the new state plan? (circle one)

Poor

Fair

Good

Very Well

Not Observed

1a) Did the joint workgroup planning sessions work for you?

1b) Were materials received in time for the meeting and were the materials easy to understand?

Comments:

2) How has the Executive Director managed current State Plan Projects and staff activities to meet performance targets?(circle one)

Poor          Fair          Good          Very Well  
Not Observed

2a) Did the current state plan achieve the outcomes intended?

2b) Did you receive information on projects/activities? (circle one)

Not frequent enough

Just about right

Too frequently

2c) Did the Executive Director assure that projects were implemented on time and on budget?    Yes      No

Comments:

3) How well did the Executive Director manage the overall operation of the Council? (circle one)

Poor              Fair              Good              Very Well

Not Observed

3a) How has he managed the budget?

3b) How has he managed staff resources?

3c) Do you find staff responsive and helpful?

Comments:

4) How well did the Executive Director represent the Council before the public?  
(circle one)

Poor          Fair          Good          Very Well

Not Observed

4a) How well did he work with legislators and others in the legislative arena?



4b) How well did he work with the media?

4c) How has he worked with other leaders in the DD movement?

Comments:

5) How well has the Executive Director worked with other agency/partner organizations? (circle one)

Poor          Fair          Good          Very Well

Not Observed

Comments:

6) How well has the Executive Director managed the administration of the DD Endowment Trust Fund? (circle one)

Poor          Fair          Good          Very Well

Not Observed

Comments: